

Inspection of the progress made by local authorities in improving learning, raising attainment and narrowing the poverty-related attainment gap

Discussions with stakeholders during the inspection will be supported through the use of **challenge questions**

Q1 1.1 Improvement in performance

Theme	Local authority	Establishment	Pupils/parents/partners
Improvement in raising attainment and closing the poverty-related attainment gap in literacy, numeracy and health and wellbeing.	<ul style="list-style-type: none"> How effective is the LA approach to analysis and interpretation of attainment data? To what extent is there a shared understanding of the LA's poverty-related attainment gap? How well are GIRFEC approaches ensuring improved outcomes for all learners? 	<ul style="list-style-type: none"> To what extent do school staff make effective use of LA and national data to analyse improvements in performance? How effective are arrangements for assessing, tracking and monitoring children and young people's progress in literacy, numeracy and HWB? To what extent are staff at all levels engaged in analysing attainment data and using this to inform planning? Is there a shared understanding of the poverty-related attainment gap amongst staff across the school? 	<ul style="list-style-type: none"> How good is the school at keeping pupils and parents informed about progress in literacy, numeracy and HWB? To what extent do pupils/parents feel they that good progress is being made? Do pupils/parents feel well supported particularly if they encounter barriers to learning and progress?
Impact of professional learning on improving outcomes	<ul style="list-style-type: none"> To what extent is the LA professional learning offer focused on raising attainment in literacy, numeracy and health and wellbeing? How confident are LA staff to support and deliver professional learning focused on closing the poverty-related attainment gap? To what extent is there a culture of collaborative professional learning across the local authority? How effective are LA approaches to evaluate the impact of the professional learning offer in relation to improving 	<ul style="list-style-type: none"> To what extent do practitioners at all levels engage in professional learning which supports them to improve learning, raise attainment and close the poverty-related attainment gap? How do school leaders ensure a blended approach to professional learning through engagement with research, policy and learning which relates to improved pedagogy? To what extent do staff at all levels engage in professional learning which supports improvement in literacy, numeracy and HWB? 	<ul style="list-style-type: none"> To what extent are pupils/parents/partners aware of staff engagement in professional learning to improve their practice? To what extent do schools support parents to engage in learning which helps them to support their children's learning? Is there an effective culture of collaborative professional learning with staff and partners sharing expertise and learning?

	<p>outcomes for all learners and meeting the aims of the Scottish Attainment Challenge?</p>	<ul style="list-style-type: none"> ▪ To what extent do staff at all levels engage in collaborative professional learning which is supporting improvement in outcomes for learners? 	
<p>Impact of strategic aims and objectives on families and communities</p>	<ul style="list-style-type: none"> ▪ How well has the LA engaged with parents/families to support improvement in learning, raising attainment and closing the poverty-related attainment gap? ▪ How well is the LA evaluating the impact of its work on families and communities? ▪ To what extent do LA policies and literature reflect the importance of engagement with families and communities? ▪ Is there evidence of families and communities being actively involved in decision making about education? 	<ul style="list-style-type: none"> ▪ To what extent are families involved in shaping school vision, values and aims? ▪ How effectively do schools engage families and community partners in identifying, leading and supporting school improvement priorities? ▪ To what extent is parental engagement work focused on improving outcomes in literacy, numeracy and HWB? ▪ To what extent is there a targeted approach to parental engagement which supports the most vulnerable learners? 	<ul style="list-style-type: none"> ▪ To what extent are parents/families engaged in developing policies and approaches that ensure excellence and equity? ▪ To what extent do children and young people feel able to influence decisions about their education? ▪ Do parents/families feel that the school/LA is proactive in engaging with them when making decisions that impact on them?

QI 9.4 Leadership of improvement and change

Theme	Local Authority	Establishment	Pupils/parents/partners
Strategic planning for improvement	<ul style="list-style-type: none"> To what extent is there a coherent, collective responsibility for leadership for improvement and change? How is this achieved? How effectively do senior officers communicate their vision and key priorities to all stakeholders? Is strategic planning appropriately focused on improving learning, raising attainment and closing the poverty-related attainment gap? To what extent is decision making underpinned by effective data analysis? 	<ul style="list-style-type: none"> To what extent do senior leaders set out a clear vision and strategic plan for improvement and change? How well is this communicated to all staff and other stakeholders? How effective is staff's use of data to inform improvement planning? To what extent is there a culture of collaborative improvement planning including all stakeholders? To what extent is improvement planning underpinned by effective self-evaluation? 	<ul style="list-style-type: none"> Are pupils/parents aware of school improvement priorities? To what extent are pupils/parents/partners involved in setting improvement priorities and the vision for improvement and change? Parents/pupils feel confident that outcomes are improving as a result of strong strategic leadership?
Governance framework	<ul style="list-style-type: none"> To what extent is the governance framework fit for purpose and operating well? How effective are arrangements to respond to stakeholder's concerns and suggestions? To what extent is there a corporate sense of responsibility for young people's progress and achievements? 	<ul style="list-style-type: none"> Are school staff sufficiently informed about the governance of education in the local authority? Are areas of responsibility well defined and clear to staff at all levels? 	<ul style="list-style-type: none"> Do pupils/parents/partners know how to raise concerns they have about education? Are they confident their concerns will be taken seriously? To what extent do pupils/parents/partners feel able to contribute ideas which might help improve education in their local area?
Management of finance	<ul style="list-style-type: none"> To what extent is financial planning focused on improving learning, raising attainment and closing the poverty-related attainment gap? 	<ul style="list-style-type: none"> Is school budget planning and spending well aligned to the aims of the Scottish Attainment Challenge? How effectively is SAC and PEF used to 	<ul style="list-style-type: none"> To what extent are parents/partners aware of the local authority budget for education? To what extent are

	<ul style="list-style-type: none"> ▪ To what extent is there innovative use of available finances to maximise the impact of agreed improvement priorities? ▪ To what extent is the Scottish Attainment Challenge and Pupil Equity Funding adding value to the LA wider strategic planning to improve outcomes for learners? How well is this monitored and evidenced? ▪ How effectively is the LA building capacity and sustainability into their initiatives? 	<p>ensure equity? How is this monitored and evaluated?</p> <ul style="list-style-type: none"> ▪ How effectively are schools building capacity and sustainability into their initiatives? ▪ How effective are arrangements to involve pupils/parents/partners in resourcing decisions? ▪ How effective are arrangements to ensure use of financial resources leads to improved outcomes for all children and young people? 	<p>pupils/parents/partners aware of their schools engagement in the Scottish Attainment Challenge and any additional funding ?</p> <ul style="list-style-type: none"> ▪ Are pupils/parents/partners involved in making resourcing decisions?
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QI 9.5 Self-evaluation to secure improvement			
Theme	Local authority	Establishment	Pupils/parents/partners
Approaches to self-evaluation	<ul style="list-style-type: none"> ▪ To what extent is the LA approach to self-evaluation rigorous and robust? ▪ Is there sufficient evidence of staff, partners, learners and other stakeholders having been involved in self-evaluation? ▪ To what extent is the LA successful in gaining high/increasing levels of participation? ▪ Is self-evaluation consistently focused on monitoring success in achieving the aims of the Scottish Attainment Challenge? 	<ul style="list-style-type: none"> ▪ Is there strong evidence of self-evaluation that is well led and with contributions from all staff and stakeholders? ▪ Is the voice of learners and their families sufficiently contributing to self-evaluation? ▪ To what extent is self-evaluation helping schools to plan effective interventions to close the poverty-related attainment gap? 	<ul style="list-style-type: none"> ▪ To what extent do pupils/parents/partners feel that their views are sought and taken account of? ▪ How actively are pupils/parents/partners engaged in self-evaluation?
Analysis and evaluation of intelligence and data	<ul style="list-style-type: none"> ▪ How well is evidence used to ensure a clear focus on improving learning, raising attainment and closing the poverty-related attainment gap? ▪ Is digital technology well used to support analysis of data and increasing levels of intelligence? ▪ To what extent do elected members use performance data to support and challenge improvement. 	<ul style="list-style-type: none"> ▪ To what extent is attainment data reliable and robust? How do schools ensure this? ▪ Do staff at all levels feel confident and skilled analysing and interrogating data? To what extent do they use digital technology to support this? ▪ How well do staff use the available tools and advice to support them to gain an accurate evaluation of their work? ▪ To what extent is data and intelligence supporting a shared understanding of the poverty-related attainment gap? 	<ul style="list-style-type: none"> ▪ Are pupils/parents/partners aware of how the school uses performance data to support self-evaluation? ▪ Are pupils/parents and partners given appropriate access to available data?
Impact on improving learning, raising	<ul style="list-style-type: none"> ▪ To what extent is self-evaluation providing an accurate understanding of progress and attainment in literacy, numeracy and HWB? How well is this 	<ul style="list-style-type: none"> ▪ Is self-evaluation supporting the school well to ensure well-paced improvement and change? 	<ul style="list-style-type: none"> ▪ Do pupils/parents/partners actively engage in self-evaluation and feel confident that their role in this is

<p>attainment and closing the poverty-related attainment gap.</p>	<p>used to secure improvement in outcomes for learners?</p> <ul style="list-style-type: none"> ▪ Is there evidence that the LA is using self-evaluation to deepen understanding of its poverty-related attainment gap? ▪ Is the LA using self-evaluation to create sustainable long term plans for improving learning, raising attainment and closing the poverty-related attainment gap? 	<ul style="list-style-type: none"> ▪ Has effective self-evaluation supported the school to have an accurate understanding of where interventions are required and how additional resource is best used? ▪ To what extent do all staff and partners have a shared understanding of strengths and next steps as a result of well-managed self-evaluation? 	<p>valued?</p> <ul style="list-style-type: none"> ▪ To what extent do pupils/parents/partners feel the school understands and values the local context and any challenges which affect learning and attainment?
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Educational psychology service (EPS) challenge questions

These questions have been developed to support engagement with EPS during the inspection of local authorities. Evaluation of the contribution of EPS is an integrated aspect of this inspection.

QI 1.1 Improvements in performance

Theme: Improvement in raising attainment and closing the poverty-related attainment gap in literacy number and health and wellbeing

- How well are our approaches to raising attainment improve outcomes for children and young people?
- How well are we removing the barriers to learning and ensuring equity for all?
- How well are our approaches to GIRFEC impacting upon the outcomes for children and young people?

Theme: Impact of professional learning on improving outcomes

- How effective are our approaches to monitoring and evaluating the impact and sustainability of the professional learning provided by the EPS?
- How well do we provide opportunities for staff to be involved in and lead aspects of EPS improvement?
- How effectively do the EPS staff develop their knowledge from literature, research and policy sources to support improvement?

Theme: Impact of strategic aims and objectives on families and communities

- How well are parents and carers supported in developing strategies which lead to positive relationships, and better learning?
- How well do we seek out and respond positively to potential partnerships which lead to better outcomes for children, young people and families?
- To what extent are we sure of what meaningful engagement with families looks like?

QI 9.4 Leadership of improvement and change

Theme: Strategic planning for improvement, innovation and creativity

- How well has the education authority engaged the EPS to support change and improvement?
- How well does the EPS support staff across the authority to take forward well informed changes which result in improvement?
- How effective are our approaches to planning for continuous improvement?
- How effective are we at nurturing creativity and innovation?

QI 9.5 Self-evaluation to secure self-improvement

Theme: Approaches to self-evaluation

- How well do all EPS staff understand their responsibility for improvement through self-evaluation?
- How do we know that the changes we have made have improved outcomes for children?
- How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities?

Theme: Analysis and evaluation of intelligence and data

- How well does the EPS use shared data sets to direct services and plan improvement?
- How well does the service use local, national and international advice and research to support the planning and evaluation of new initiatives?
- How effectively do our EPS staff analyse and use evidence to ensure a clear focus on key priorities for improvement?